

Introducing the 2009 *World Language Content Standards for California Public Schools*

Learning Languages and Cultures

Goals

to develop high levels of proficiency in several of the world's languages and cultures;
to move beyond traditional approaches in which students learn about languages and cultures;
to provide opportunities for students to learn languages for real-world purposes in culturally-appropriate ways.

California's Diverse Student Population

brings a rich variety of languages, cultures and proficiencies to the classroom

and includes

heritage speakers/listeners who learned their heritage languages and cultures at home;
native speakers who learned their native languages and cultures in their country of origin;
community speakers who learned their community languages and cultures in the United States or abroad.

Students have a variety of goals including the study of heritage/native/community or foreign languages and cultures.

Timeframes for Learning Languages and Cultures

The United States government language schools categorize languages based on the linguistic and cultural differences that exist between the target languages and cultures and American English and its cultures.

The specific time it takes to develop a particular level of proficiency in a target language and its cultures is tied to learner proficiency in other languages and cultures.

The "Language Learning Continuum" provides a scale teachers can use to measure growth in learner proficiency:
Stage I (Formulaic), Stage II (Created), Stage III (Planned), Stage IV (Extended), Stage V (Tailored)

Language Categories

Languages are assigned to categories based on data from government language schools.

Category I Languages currently taught in California include French, Italian, Portuguese and Spanish and require approximately 600 hours in government language schools for students to attain Stage IV Proficiency.

Category II Languages currently taught in California include German, Greek and Hindi and require approximately 1,200 hours in government language schools for students to attain Stage IV Proficiency.

Category III Languages currently taught in California include Armenian, Farsi, Filipino, Hebrew, Hmong, Khmer, Punjabi, Russian and Vietnamese and require approximately 1,800 hours in government language schools for students to attain Stage IV Proficiency.

Category IV Languages currently taught in California include Arabic, Cantonese, Japanese, Mandarin and Korean and require approximately 2,400 hours in government language schools for students to attain Stage IV Proficiency.

Languages included in this description do not reflect all of those used and learned in California but rather those taught at the Foreign Service Institute (FSI). American Sign Language (ASL), Classical Greek, Classical Latin, and Native American Languages have not been assigned to categories since the FSI has not published data on these languages.

Secondary learners will require more than one year to move from one stage to the next and may spend a significant amount of time within two adjacent stages. For example, learners of Category III Languages (e.g., Russian) may require two years to move beyond Stage I in listening and speaking but more than two years for reading and writing.

Additionally, programs may vary in emphasis. For example, a Mandarin program (Category IV Language) may decide to emphasize certain communicative modalities with students attaining Stage III in listening and speaking, Stage II in reading and Stage I in writing.

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Programs in Classical Greek and Latin will emphasize reading from the beginning of instruction.

It will be common in the elementary school context for non-heritage learners to remain in Stage I for an extended period of time.

As “content” rather than “performance” standards, California identifies what will be taught and asks schools and districts to determine the speed and emphasis for learning based on local needs and goals.

Assumptions and Guiding Principles

The study of languages and cultures is for all students.

The numbers of languages studied, the multiple entry and exit points, and the varying levels of student proficiency require “generic” standards that are not tied to grade levels.

Languages vary considerably in the structures they use to convey meaning. In order to apply to all languages, the standards are by necessity, general. It is expected that school or district curricula will feature language-specific structures necessary for accurate communication.

The standards are clustered into 5 categories but in practice merge into seamless instruction within the various stages on the “Language Learning Continuum”.

Content

- * Topics are age- and stage-appropriate.
- * Content expands in complexity from stage to stage on the “Language Learning Continuum”.

Communication

- * Culturally-appropriate listening, reading, viewing, speaking, signing and writing occur as a real-world shared activity among language users.
- * Language users view, listen and read using knowledge of cultural practices, products and perspectives.
- * Speaking, signing and writing occur in culturally-appropriate ways.

Cultures

- * Language users understand the relationships between the products a culture produces, the practices the culture manifests, and the perspectives that underlie them.
- * Language users act in culturally-appropriate ways.
- * Language users make connections and comparisons between languages and cultures.

Structures

Language users control multiple components of grammar in order to successfully communicate in culturally-appropriate ways, including:

- * Writing systems of languages that have them (orthography);
- * Sound systems (phonology, parameters in ASL);
- * Rules for word formation (morphology);
- * Principles of sentence structure (syntax);
- * Language-based meaning systems (semantics);
- * Meaning systems connected to language use (pragmatics).

Settings

are situations language users experience in the target-cultures.

Success of communication is determined by the demands of the situation.

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This glossary provides simple definitions of concepts contained in the standards document in order to facilitate its comprehension by a wide audience of readers.

Abstract topics	subjects that are not concrete and/or factual but rather represent concepts and ideas
Academic topics	subjects that are part of the core curriculum of schools or part of university programs
Accuracy	in speaking and writing, the quality of the message produced; in listening and reading, the quality of the message received
Advanced Placement (AP)	a program of the College Board that confers advanced placement in a course sequence for students who successfully complete an end of year examination
Archetypes	a generic version derived from multiple examples found within a group
Authentic	designed by and for use by members of a particular group
Belief system	the framework of perspectives through which an individual interprets the world
Coherent	use of reference to a particular context to give unified meaning to a text
Cohesive	use of structures and vocabulary to link parts of a text and give it a unified meaning
Connections	language learners gain access to content from other areas of the core curriculum and to perspectives only available through the target language and its cultures
Content	the topics an individual addresses
Content standards	clearly defined statements about what all students are expected to know and be able to do
Contexts	the situations or settings in which an individual uses a language
Created stage (Stage II)	the second stage on the “Language Learning Continuum” in which language users understand sentence level relationships and use sentences and strings of sentences
Cultural bearers	individuals within a group who share common behaviors and views of the world
Cultural borrowings	tangible and intangible items, behaviors and beliefs of a particular group that are used by another group
Cultural perspectives	beliefs of members of a particular group
Cultural practices	behaviors of members of a particular group
Cultural products	tangible and intangible items created by members of a particular group
Culturally appropriate	patterns of behaviors widely acceptable to members of a group
Discourse (paragraph/extended)	the use of language and context to connect sentences or paragraphs to give them unified meaning
Discrete elements	language that refers to concrete objects in a particular culture
Extended stage (Stage IV)	the fourth stage on the “Language Learning Continuum” in which language users understand and produce cohesive texts composed of multiple paragraphs
External environment	the settings for language use in which paragraphs or extended discourse is used to carry out complex tasks
Foreign Language in the Elementary School (FLES)	elementary school programs that meet for a minimum of seventy minutes a week with the goal of developing proficiency in language and culture
Foreign Language Experience (FLEX)	elementary school programs that expose students to the study of a language or languages and cultures in order to motivate them to pursue further study
Formal settings	situations requiring the use of careful, impersonal forms of language and behavior
Formulaic stage (Stage I)	the first stage on the “Language Learning Continuum” in which language users understand and produce chunks of language without knowledge of their internal structure
Functional proficiency	the ability to use language for real-world purposes in culturally appropriate ways
Functions	the ability to carry out tasks with language, may be receptive (listening, reading and viewing) or productive (speaking, signing and writing)
Generic standards	a set of outcomes that are valid for all languages, for all ages, and for all levels of proficiency
Grammar	the rules governing the use of a natural language
Heritage learner	an individual who has acquired any level of proficiency in a language used at home
Highly predictable settings	common situations requiring the use of learned formulas and formulaic behavior
Immediate environment	the settings for language use in which sentences are used to carry out transactional tasks
Immersion	a program used to teach at least fifty percent of the core curriculum in the target language
Informal settings	situations in which rapport and friendly relationships require personal forms of language and behavior
International Baccalaureate (IB)	a two-year curriculum and testing protocol that lead to a diploma that is widely recognized by the world’s leading universities

Introducing the 2009 *World Language Content Standards for California Public Schools*

Interpersonal communication	language users listen, speak, sign, read, write, and view as they negotiate meaning with others
Interpersonal settings	situations requiring the use of sentence level language and appropriate behavior to carry out a variety of transactional tasks
Interpretive communication	language users individually listen, read and view using knowledge of cultural products, practices and perspectives without interaction with others
Language category	groups of languages that require similar amounts of time for native speakers of English to acquire
Language Learning Continuum	a framework designed by the College Board characterizing the development of language learner proficiency within various performance stages
Linguistic system	the study of language in human communication that includes phonology/parameters, orthography, morphology, syntax, semantics and pragmatics
Morphology	the field of linguistics that studies the internal structure of words or signs
Native learner	an individual who has acquired any level of proficiency in a language of a country where she or he was born
Negotiated language	situations that require participants to create a shared communication
Negotiation of meaning	communicative processes in which participants create understandings through interaction
Non-negotiated language	situations in which one-way communication requires culturally appropriate interpretation and/or behavior
Orthography	the writing system or systems of a language
Parameters	linguistic features (hand shape, location, movement orientation and/or non-manual signals) of sign language equivalent to the phonology of a spoken language
Performance standards	clearly defined statements about how well all students are expected to meet content standards
Phonology	the field of linguistics that studies how sounds and American Sign Language parameters are organized and used
Planned stage (Stage III)	the third stage on the “Language Learning Continuum” in which language users understand and produce paragraphs and strings of paragraphs
Pragmatics	the field of linguistics that studies meaning systems linked to language use
Presentational communication	language users speak, sign and write in culturally appropriate ways without negotiating language
Proficiency	the ability to use language for real-world purposes in culturally appropriate ways
Real-world	behaviors that occur in the target culture
Rites of passage	rituals that mark a change in an individual’s status within a group
Semantics	the field of linguistics that studies language-based meaning systems
Signs	linguistic features of sign language equivalent to the words of a spoken language
Stereotypes	generalizations made about the characteristics of all members of a group
Syntax	the field of linguistics that studies the internal structure of sentences
Target language and culture(s)	the language and culture(s) that a learner seeks to acquire
Text types	the form of the message produced or received (oral and written formulas, sentences, paragraphs, extended discourse)
Transactional	tasks which require the use of sentences and have as a goal soliciting simple information, goods and services
Transition points	major events in the human life cycle with changes in individual roles and responsibilities
Viewing	interpretive communication that relies on non-linguistic elements
Viewing (American Sign Language)	attention, comprehension and interpretation of visual information of a signed language in person or from various media

Introducing the 2009 *World Language Content Standards for California Public Schools*

STAGE I

Content

- A.1.0 Students acquire information, recognize distinctive viewpoints and further their knowledge of other disciplines.
- A.1.1 Students address discrete elements of daily life, including:
 - A.1.1.a. greetings and introductions
 - A.1.1.b. family and friends
 - A.1.1.c. pets
 - A.1.1.d. home and neighborhood
 - A.1.1.e. celebrations, holidays, and rites of passage
 - A.1.1.f. calendar, seasons and weather
 - A.1.1.g. leisure, hobbies and activities, songs, toys and games, sports
 - A.1.1.h. vacations and travel, maps, destinations and geography
 - A.1.1.i. school, classroom, schedules, subjects, numbers, time, directions
 - A.1.1.j. important dates in the target culture
 - A.1.1.k. jobs
 - A.1.1.l. food, meals, restaurants
 - A.1.1.m. shopping, clothes, colors, and sizes
 - A.1.1.n. parts of the body, illness
 - A.1.1.o. technology

Communication

- B.1.0 Students use *formulaic language* (learned words, signs [ASL] and phrases).
- B.1.1 Students engage in oral, written or signed (ASL) conversations.
- B.1.2 Students interpret written, spoken or signed (ASL) language.
- B.1.3 Students present to an audience of listeners, readers or ASL viewers.

Functions

- B.1.4 Students list, name, identify, enumerate.
- B.1.5 Students identify learned words, signs (ASL) and phrases in authentic texts.
- B.1.6 Students reproduce and present a written, oral or signed (ASL) product in a culturally authentic way.

Cultures

- C.1.0 Students use appropriate responses to rehearsed cultural situations.
- C.1.1 Students associate products, practices and perspectives with the target culture.
- C.1.2 Students recognize similarities and differences within the target cultures and among students' own cultures.
- C.1.3 Students identify cultural borrowings.

Structures

- D.1.0 Students use orthography, phonology or ASL parameters to understand words, signs (ASL) and phrases in context.
- D.1.1 Students use orthography, phonology or ASL parameters to produce words or signs (ASL) and phrases in context.
- D.1.2 Students identify similarities and differences in the orthography, phonology or ASL parameters of the languages they know.

Settings

- E.1.0 Students use language *in highly predictable common daily settings*.
- E.1.1 Students *recognize* age appropriate cultural or language use opportunities outside the classroom.

STAGE II

Content

- A.2.0 Students acquire information, recognize distinctive viewpoints and further their knowledge of other disciplines.
- A.2.1 Students address topics related to self and the immediate environment, including:
 - A.2.1.a. social relationships
 - A.2.1.b. people in the community
 - A.2.1.c. zoo and farm animals, fables
 - A.2.1.d. care of the home, interacting with people in the community
 - A.2.1.e. holiday customs and transition points in life
 - A.2.1.f. climate
 - A.2.1.g. cultural and leisure-time activities, outdoor, recreational activities, music
 - A.2.1.h. transportation, lodging, itineraries, geographical features and landmarks
 - A.2.1.i. curricular and extra-curricular interests and events
 - A.2.1.j. significant historical figures
 - A.2.1.k. professions and the working world
 - A.2.1.l. cuisine and recipes
 - A.2.1.m. clothing and fashion
 - A.2.1.n. health, medical care
 - A.2.1.o. technological advances and innovation

Communication

- B.2.0 Students use *created language* (sentences and strings of sentences).
- B.2.1 Students engage in oral, written or signed (ASL) conversations.
- B.2.2 Students interpret written, spoken or signed (ASL) language.
- B.2.3 Students present to an audience of listeners, readers or ASL viewers.

Functions

- B.2.4 Students initiate, participate in, and close a conversation, ask and answer questions.
- B.2.5 Students demonstrate understanding of the general meaning, key ideas, and some details in authentic texts.
- B.2.6 Students produce and present a simple written, oral or signed (ASL) product in a culturally authentic way.

Cultures

- C.2.0 Students choose an appropriate response to a variety of situations.
- C.2.1 Students demonstrate understanding of the roles products, practices and perspectives play in the culture.
- C.2.2 Students state similarities and differences within the target cultures and among students' own cultures.
- C.2.3 Students state reasons for cultural borrowings.

Structures

- D.2.0 Students use sentence level elements (morphology and/or syntax) to understand concrete and factual topics.
- D.2.1 Students use sentence level elements (morphology and/or syntax) to produce informal communications.
- D.2.2 Students identify similarities and differences in the sentence level elements (morphology and/or syntax) of the languages they know.

Settings

- E.2.0 Students use language *in interpersonal settings*.
- E.2.1 Students *participate in* age appropriate cultural or language use opportunities outside the classroom.

Introducing the 2009 *World Language Content Standards for California Public Schools*

STAGE III

Content

- A.3.0 Students acquire information, recognize distinctive viewpoints and further their knowledge of other disciplines.
- A.3.1 Students address concrete and factual topics related to the immediate and external environment, including:
 - A.3.1.a. social norms
 - A.3.1.b. historical and cultural figures, stereotypes
 - A.3.1.c. animals and their habitats
 - A.3.1.d. community issues, current events
 - A.3.1.e. origins of rites of passage, social and regional customs
 - A.3.1.f. environmental concerns
 - A.3.1.g. media, internet, television, radio, film
 - A.3.1.h. cultural, historic and geographic aspects of travel
 - A.3.1.i. curricular and extra-curricular subjects
 - A.3.1.j. significant historical events
 - A.3.1.k. careers and future plans
 - A.3.1.l. nutrition, fitness, and health
 - A.3.1.m. geographically and culturally appropriate clothing
 - A.3.1.n. cultural differences in health care
 - A.3.1.o. effects of technology in the modern world

Communication

- B.3.0 Students use *planned language* (paragraphs and strings of paragraphs).
- B.3.1 Students engage in oral, written or signed (ASL) conversations.
- B.3.2 Students interpret written, spoken or signed (ASL) language.
- B.3.3 Students present to an audience of listeners, readers or ASL viewers.

Functions

- B.3.4 Students describe, narrate, explain, state an opinion.
- B.3.5 Students demonstrate understanding of the main idea and key details in authentic texts.
- B.3.6 Students produce and present a written, oral or signed (ASL) product in a culturally authentic way.

Cultures

- C.3.0 Students determine appropriate responses to situations with complications.
- C.3.1 Students use products, practices and perspectives in culturally appropriate ways.
- C.3.2 Students describe similarities and differences within the target cultures and among students' own cultures.
- C.3.3 Students describe how products and practices change when cultures come in contact.

Structures

- D.3.0 Students use knowledge of text structure to understand topics related to the external environment.
- D.3.1 Students use paragraph level discourse (text structure) to produce formal communications.
- D.3.2 Students identify similarities and differences in the paragraph level discourse (text structure) of the languages they know.

Settings

- E.3.0 Students use language *in informal and some formal settings*.
- E.3.1 Students *initiate* age appropriate cultural or language use opportunities outside the classroom.

Introducing the 2009 *World Language Content Standards for California Public Schools*

STAGE IV

Content

- A.4.0 Students acquire information, recognize distinctive viewpoints and further their knowledge of other disciplines.
- A.4.1 Students address complex concrete, factual and abstract topics related to the immediate and external environment, including:
 - A.4.1.a. societal expectations
 - A.4.1.b. cultural and literary archetypes
 - A.4.1.c. endangered species
 - A.4.1.d. world events, social and political issues
 - A.4.1.e. belief systems
 - A.4.1.f. international environmental issues
 - A.4.1.g. the visual and performing arts
 - A.4.1.h. the nature of our interdependent world
 - A.4.1.i. issues in curricular and extra-curricular subjects
 - A.4.1.j. authors and their times
 - A.4.1.k. transnational careers and economies
 - A.4.1.l. issues of world hunger and health
 - A.4.1.m. design, production and marketing of clothing
 - A.4.1.n. policy issues in health care
 - A.4.1.o. the promise and challenge of technology

Communication

- B.4.0 Students use *extended language* (coherent and cohesive multi-paragraph texts).
- B.4.1 Students engage in oral, written or signed (ASL) conversations.
- B.4.2 Students interpret written, spoken or signed (ASL) language.
- B.4.3 Students present to an audience of listeners, readers or ASL viewers.

Functions

- B.4.4 Students discuss, compare and contrast, support an opinion, persuade.
- B.4.5 Students demonstrate understanding of the main ideas and most details in authentic texts.
- B.4.6 Students produce and present a complex written, oral or ASL signed product in a culturally authentic way.

Cultures

- C.4.0 Students improvise appropriate responses to unpredictable situations.
- C.4.1 Students demonstrate culturally appropriate use of products, practices and perspectives to others.
- C.4.2 Students explain similarities and differences within the target cultures and among students' own cultures.
- C.4.3 Students explain change in perspectives when cultures come in contact.

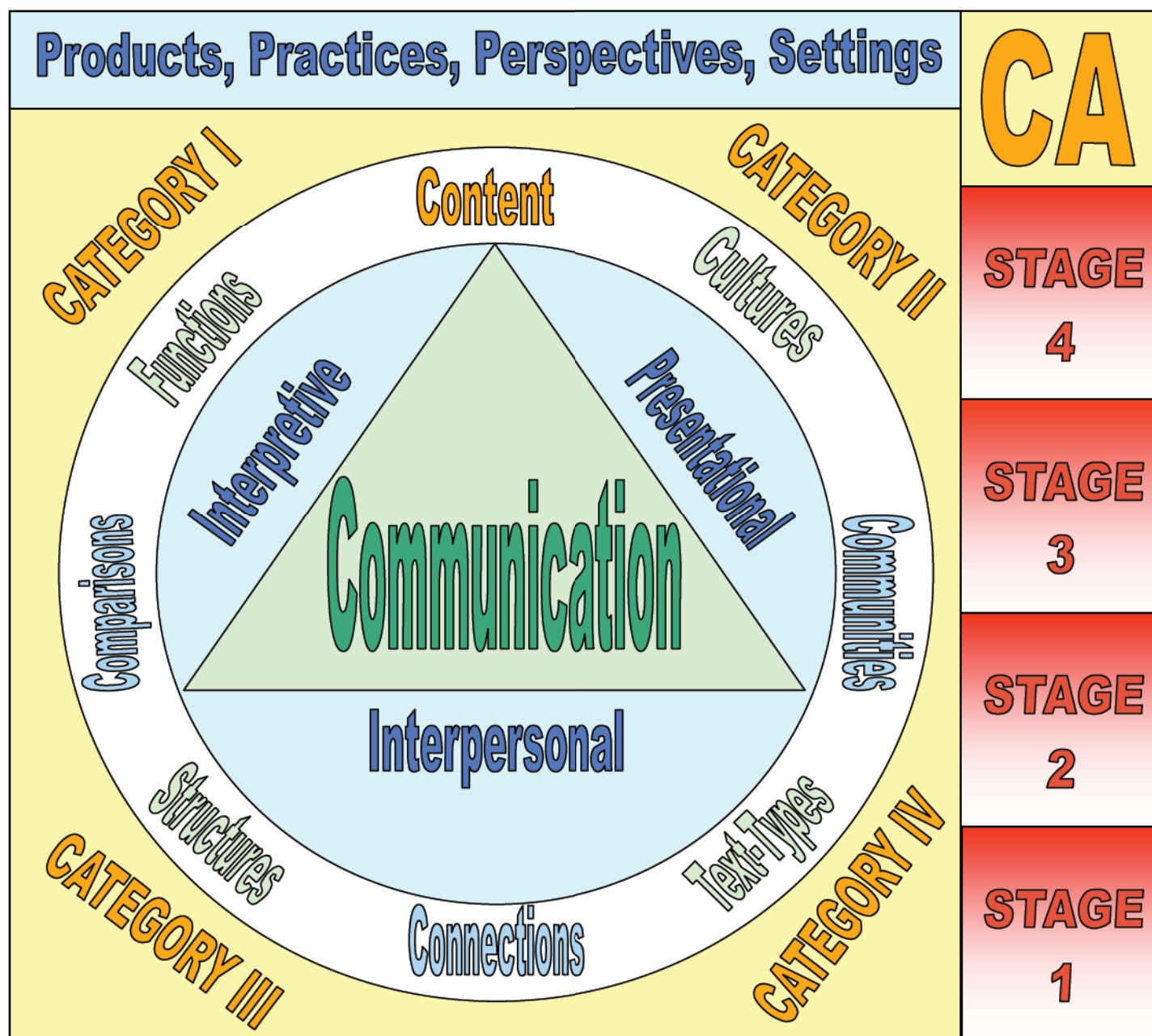
Structures

- D.4.0 Students use knowledge of extended discourse to understand abstract and academic topics.
- D.4.1 Students use extended discourse (native like text structure) to produce formal communications.
- D.4.2 Students identify similarities and differences in the extended discourse (native like text structure) of the languages they know.

Settings

- E.4.0 Students use language *in informal and formal settings*.
- E.4.1 Students *sustain* age appropriate cultural or language use opportunities outside the classroom.

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<i>Content</i>	<i>Stage I</i>	<i>Stage II</i>	<i>Stage III</i>	<i>Stage IV</i>
<i>What content do students address in the unit?</i>	A.1.1 Students address discrete elements of daily life.	A.2.1 Students address topics related to self and the immediate environment.	A.3.1 Students address concrete and factual topics related to the immediate and external environment.	A.4.1 Students address complex concrete, factual and abstract topics related to the immediate and external environment.
<i>What do students learn from the content?</i>	A.1-4.0 Students acquire information, recognize distinctive viewpoints and further their knowledge of other disciplines.			

<i>Communication</i>	<i>Interpersonal Mode</i>	<i>Interpretive Mode</i>	<i>Presentational Mode</i>
<i>What communicative modes do students address in the unit?</i>	B.1-4.1 Students engage in oral, written or signed (ASL) conversations.	B.1-4.2 Students interpret written, spoken or signed (ASL) language.	B.1-4.3 Students present to an audience of listeners, readers or ASL viewers.

	<i>Stage I</i>	<i>Stage II</i>	<i>Stage III</i>	<i>Stage IV</i>
<i>What text-types do students address in the unit?</i>	B.1.0 Students use <i>formulaic language</i> (learned words, signs [ASL] and phrases).	B.2.0 Students use <i>created language</i> (sentences and strings of sentences).	B.3.0 Students use <i>planned language</i> (paragraphs and strings of paragraphs).	B.4.0 Students use <i>extended language</i> (coherent and cohesive multi-paragraph texts).

		<i>Stage I</i>	<i>Stage II</i>	<i>Stage III</i>	<i>Stage IV</i>
<i>What receptive and productive functions do students address in the unit within the communicative modes?</i>	<i>Interpersonal/ Presentational Modes (productive functions)</i>	B.1.4 Students list, name, identify, enumerate.	B.2.4 Students initiate, participate in, and close a conversation, ask and answer questions.	B.3.4 Students describe, narrate, explain, state an opinion.	B.4.4 Students discuss, compare and contrast, support an opinion, persuade.
	<i>Interpretive/ Interpersonal Modes (receptive functions)</i>	B.1.5 Students identify learned words, signs (ASL) and phrases in authentic texts.	B.2.5 Students demonstrate understanding of the general meaning, key ideas, and some details in authentic texts.	B.3.5 Students demonstrate understanding of the main idea and key details in authentic texts.	B.4.5 Students demonstrate understanding of the main ideas and most details in authentic texts.
	<i>Presentational Mode (productive functions)</i>	B.1.6 Students reproduce and present a written, oral or signed (ASL) product in a culturally authentic way.	B.2.6 Students produce and present a simple written, oral or signed (ASL) product in a culturally authentic way.	B.3.6 Students produce and present a written, oral or signed (ASL) product in a culturally authentic way.	B.4.6 Students produce and present a complex written, oral or signed (ASL) product in a culturally authentic way.

<i>Cultures</i>		<i>Stage I</i>	<i>Stage II</i>	<i>Stage III</i>	<i>Stage IV</i>
<i>What aspects of culture do students address in the unit?</i>	<i>How do students respond in the unit to culturally-authentic situations?</i>	C.1.0 Students use appropriate responses to rehearsed cultural situations.	C.2.0 Students choose an appropriate response to a variety of situations.	C.3.0 Students determine appropriate responses to situations with complications.	C.4.0 Students improvise appropriate responses to unpredictable situations.
	<i>What do students learn in the unit about cultural products, practices and perspectives?</i>	C.1.1 Students associate products, practices and perspectives with the target culture.	C.2.1 Students demonstrate understanding of the roles products, practices and perspectives play in the culture.	C.3.1 Students use products, practices and perspectives in culturally appropriate ways.	C.4.1 Students demonstrate culturally appropriate use of products, practices and perspectives to others.

Introducing the 2009 *World Language Content Standards for California Public Schools*

	<i>What do students learn in the unit about the target culture and other cultures?</i>	C.1.2 Students recognize similarities and differences within the target cultures and among students' own cultures.	C.2.2 Students state similarities and differences within the target cultures and among students' own cultures.	C.3.2 Students describe similarities and differences within the target cultures and among students' own cultures.	C.4.2 Students explain similarities and differences within the target cultures and among students' own cultures.
	<i>What do students learn in the unit about cultural borrowings?</i>	C.1.3 Students identify cultural borrowings.	C.2.3 Students state reasons for cultural borrowings.	C.3.3 Students describe how products and practices change when cultures come in contact.	C.4.3 Students explain change in perspectives when cultures come in contact.

<u>Structures</u>		<i>Stage I</i>	<i>Stage II</i>	<i>Stage III</i>	<i>Stage IV</i>
<i>What structures do students address in the unit?</i>	<i>Receptive use of structures</i>	D.1.0 Students use orthography, phonology or ASL parameters to understand words, signs (ASL) and phrases in context.	D.2.0 Students use sentence level elements (morphology and/or syntax) to understand concrete and factual topics.	D.3.0 Students use knowledge of text structure to understand topics related to the external environment.	D.4.0 Students use knowledge of extended discourse to understand abstract and academic topics.
	<i>Productive use of structures</i>	D.1.1 Students use orthography, phonology or ASL parameters to produce words or signs (ASL) and phrases in context.	D.2.1 Students use sentence level elements (morphology and/or syntax) to produce informal communications.	D.3.1 Students use paragraph level discourse (text structure) to produce formal communications.	D.4.1 Students use extended discourse (native like text structure) to produce formal communications.
	<i>Comparisons of structures</i>	D.1.2 Students identify similarities and differences in the orthography, phonology or ASL parameters of the languages they know.	D.2.2 Students identify similarities and differences in the sentence level elements (morphology and/or syntax) of the languages they know.	D.3.2 Students identify similarities and differences in the paragraph level discourse (text structure) of the languages they know.	D.4.2 Students identify similarities and differences in the extended discourse (native like text structure) of the languages they know.

<u>Settings</u>		<i>Stage I</i>	<i>Stage II</i>	<i>Stage III</i>	<i>Stage IV</i>
<i>What settings do students address in the unit?</i>	<i>Type of setting</i>	E.1.0 Students use language in <i>highly predictable common daily settings</i> .	E.2.0 Students use language in <i>interpersonal settings</i> .	E.3.0 Students use language in <i>informal and some formal settings</i> .	E.4.0 Students use language in <i>informal and formal settings</i> .
	<i>Language use beyond the classroom</i>	E.1.1 Students recognize age appropriate cultural or language use opportunities outside the classroom.	E.2.1 Students participate in age appropriate cultural or language use opportunities outside the classroom.	E.3.1 Students initiate age appropriate cultural or language use opportunities outside the classroom.	E.4.1 Students sustain age appropriate cultural or language use opportunities outside the classroom.

Text: *Entre mundos: An Integrated Approach for the Native Speaker*, (Chapters 1-9) Deana Alonzo and Brandon Zaslow, Prentice Hall, 2004

Proficiency	Grade Percent	3 points	4 points	10 points	20 points	Rubric for Assessing Receptive Proficiency	Rubric for Assessing Productive Proficiency
Advanced	A+	96-100%	4	100%	20	100%	responds to all topics included in the prompts (concrete, factual and some abstract topics related to the external environment); links ideas in extended discourse in order to narrate, describe, explain, discuss and support opinions; use of vocabulary and structure is well suited to the communication of ideas
	A	93-95%			19	95%	
	A-	90-92%		9	18	90%	responds to most topics included in the prompts (concrete, factual and some abstract topics related to the external environment); narration, description, explanation, discussion and supported opinion is developed in paragraph level discourse; use of vocabulary and structure supports the communication of ideas
	B+	86-89%					
	B	83-85%			17	85%	
Proficient	B-	80-82%		8	16	80%	
	C+	76-79%					
	C	73-75%	3	75%	15	75%	
	C-	70-72%		7	14	70%	
Basic	D+	66-69%	2	67%			responds to some topics included in the prompts (concrete, factual and some abstract topics related to the external environment); links ideas in paragraph level discourse in order to narrate, describe, explain, discuss and support opinions; use of vocabulary and structure is sufficient to communicate ideas
	D	63-65%			13	65%	
	D-	60-62%		6	12	60%	
Below Basic	F	50-59%	2	50%	11	55%	responds to few topics included in the prompts (concrete, factual and some abstract topics related to the external environment); organizes ideas thematically; however, ideas are not linked together, lacks the vocabulary and structure necessary to communicate ideas
					10	50%	
		40-49%		4	9	45%	
					8	40%	
		30-39%		3	7	35%	
Far Below Basic					6	30%	
GHCHS Course Objectives. Learners are provided language-use activities that enable them to:							
function in informal and some formal settings [contexts];							
understand the main ideas and most supporting details in concrete, factual and some abstract texts (oral/written) [receptive functions];							
produce paragraph level discourse: narration, description, explanation, discussion and supported opinion [productive functions];							
deal with concrete, factual and some abstract topics related to the external environment [content];							
comprehend extended discourse and produce oral and written paragraphs [text-types];							
comprehend and be understood by non-sympathetic natives when using formal language [accuracy];							
Major Structures: present tense of regular and irregular verbs (indicative/subjunctive), past tense of regular and irregular verbs (preterite/imperfect); gender and number of nouns and adjectives; written accents							
					1	5%	

World Language Content Standards for California Public Schools

Listening and Reading: understands the main ideas and most supporting details in concrete, factual and some abstract texts (oral/written) dealing with topics related to the external environment; understands the main ideas and most supporting details in authentic interactions about concrete, factual and some abstract texts (oral/written) dealing with topics related to the external environment
Speaking and Writing: narrates, describes, explains, discusses, supports opinions dealing with concrete, factual, some abstract topics related to the external environment in a manner comprehensible to non-sympathetic listeners and readers; narrates, describes, explains, discusses, supports opinions in authentic interactions dealing with concrete, factual, some abstract topics related to the external environment in a manner comprehensible to non-sympathetic listeners and readers
Culture: uses, produces culturally appropriate artifacts; engages in culturally appropriate behavior; demonstrates cultural knowledge linked to stage and age appropriate topics; identifies similarities and differences within the target cultures and among other cultures known that are linked to stage and age appropriate topics
Topic: addresses concrete, factual, and some abstract topics related to the external environment and corresponding cultural perspectives; uses stage and age appropriate vocabulary to carry out tasks associated with selected topics
Setting: functions in informal and some formal settings with non-sympathetic natives; initiates or participates in stage and age appropriate cultural or language use opportunities outside the classroom
Structure: uses structures that permit the comprehension and production of paragraph level discourse; identifies stage-appropriate similarities and differences within the target language system and among other languages known

GHCHS Course Content for the first semester provides students with opportunities to explore the nature and potential of being between worlds and moves them beyond themselves by highlighting the interpersonal world of family in which they function with facility. Content for the second semester links community, school, and the professions by bridging the informal settings of the home/neighborhood with the formal world of education, careers and the job market.

Summative Assessment: Students will listen to/read concrete, factual and some abstract texts related to the external environment. They will identify the main ideas and most supporting details.

Students will produce paragraphs orally and strings of paragraphs in writing dealing with concrete, factual and some abstract topics related to the external environment in informal and some formal settings.

Content	✓
A.3.0 Students acquire information, recognize distinctive viewpoints and further their knowledge of other disciplines.	
A.3.1 Students address concrete and factual topics related to the immediate and external environment.	
A.4.1 Students address complex concrete, factual and <u>abstract topics</u> related to the immediate and external environment.	
Communication	✓
B.2.0 Students use <i>created language</i> (sentences and strings of sentences).	
B.3.0 Students use <i>planned language</i> (paragraphs and strings of paragraphs).	
B.2.1 Students engage in oral, written or signed (ASL) conversations.	
B.3.2 Students interpret written, spoken or signed (ASL) language.	
B.3.3 Students present to an audience of listeners, readers or ASL viewers.	
Functions	✓
B.3.4 Students describe, narrate, explain, state an opinion.	
B.4.4 Students <u>discuss, compare and contrast, support an opinion, persuade.</u>	
B.3.5 Students demonstrate understanding of the main idea and key details in authentic texts.	
B.4.5 Students demonstrate understanding of the main ideas and <u>most details</u> in authentic texts.	
B.3.6 Students produce and present a written, oral or signed (ASL) product in a culturally authentic way.	
Cultures	✓
C.2.0 Students choose an appropriate response to a variety of situations.	
C.3.0 Students determine appropriate responses to <u>situations with complications.</u>	
C.1.1 Students associate products, practices and perspectives with the target culture.	
C.2.1 Students demonstrate understanding of the roles products, practices and perspectives play in the culture.	
C.3.1 Students use products, practices and perspectives in culturally appropriate ways.	
C.2.2 Students state similarities and differences within the target cultures and among students' own cultures.	
C.3.2 Students describe similarities and differences within the target cultures and among students' own cultures.	
C.1.3 Students identify cultural borrowings.	
C.2.3 Students state reasons for cultural borrowings.	
C.3.3 Students describe how products and practices change when cultures come in contact.	
Structures	✓
D.1.0 Students use orthography, phonology or ASL parameters to understand words, signs (ASL) and phrases in context.	
D.1.1 Students use orthography, phonology or ASL parameters to produce words or signs (ASL) and phrases in context.	
D.1.2 Students identify similarities and differences in the orthography, phonology or ASL parameters of the languages they know.	
D.2.0 Students use sentence level elements (morphology and/or syntax) to understand concrete and factual topics.	
D.2.1 Students use sentence level elements (morphology and/or syntax) to produce informal communications.	
D.2.2 Students identify similarities and differences in the sentence level elements (morphology and/or syntax) of the languages they know.	
D.3.0 Students use knowledge of text structure to understand topics related to the external environment.	
D.3.1 Students use paragraph level discourse (text structure) to produce formal communications.	
D.3.2 Students identify similarities and differences in the paragraph level discourse (text structure) of the languages they know.	
Settings	✓
E.3.0 Students use language in <i>informal and some formal settings.</i>	
E.3.1 Students <i>initiate</i> age appropriate cultural or language use opportunities outside the classroom.	

Using the 2009 World Language Content Standards for California Public Schools to Assess Student Receptive and Productive Proficiency

To create a rubric for a particular course, select the description that captures the highest level of performance that students achieve and assign *Advanced* to the description. Assign *Proficient*, *Basic* and *Below Basic* to the descriptions that fall below *Advanced*. When creating a productive proficiency measure for a third year course in French, a district may assign *Advanced* to **Stage 3.2**, *Proficient* to **Stage 3.1**, *Basic* to **Stage 2.4** and *Below Basic* to **Stage 2.3**. For a receptive proficiency measure, the stages might be **Stages 3.4, 3.3, 3.2** and **3.1**. When grading *Advanced* performance merits A, *Proficient* B or C (depending on the quantity and quality of the performance), *Basic* D and *Below Basic* F.

STAGE	ASSESSING RECEPTIVE PROFICIENCY	ASSESSING PRODUCTIVE PROFICIENCY
1.4	understands all of the <i>learned words and phrases</i> in the <i>authentic selections</i> (texts dealing with discrete elements of daily life)	responds in <i>culturally appropriate ways</i> to all topics included in the prompts (discrete elements of daily life) strings together varied lists of words and phrases use of vocabulary and structure is well suited to the communication of ideas
1.3	understands most of the <i>learned words and phrases</i> in the <i>authentic selections</i> (texts dealing with discrete elements of daily life)	responds in <i>culturally appropriate ways</i> to most topics included in the prompts (discrete elements of daily life) uses varied lists of words and phrases use of vocabulary and structure supports the communication of ideas
1.2	understands some of the <i>learned words and phrases</i> in the <i>authentic selections</i> (texts dealing with discrete elements of daily life)	responds in <i>culturally appropriate ways</i> to some topics included in the prompts (discrete elements of daily life) uses lists of words and phrases use of vocabulary and structure is sufficient to communicate ideas
1.1	understands few of the <i>learned words and phrases</i> in the <i>authentic selections</i> (texts dealing with discrete elements of daily life)	responds in <i>culturally appropriate ways</i> to few topics included in the prompts (discrete elements of daily life) uses a small set of unrelated words and phrases lacks vocabulary and structure necessary to communicate ideas

STAGE	ASSESSING RECEPTIVE PROFICIENCY	ASSESSING PRODUCTIVE PROFICIENCY
2.4	understands all of the <i>ideas</i> in the <i>authentic selections</i> (transactional and informal texts dealing with topics related to self and the immediate environment)	responds in <i>culturally appropriate ways</i> to all topics included in the prompts (topics related to self and the immediate environment) uses strings of sentences use of vocabulary and structure is well suited to the communication of ideas
2.3	understands most of the <i>ideas</i> in the <i>authentic selections</i> (transactional and informal texts dealing with topics related to self and the immediate environment)	responds in <i>culturally appropriate ways</i> to most topics included in the prompts (topics related to self and the immediate environment) uses multiple sentences use of vocabulary and structure supports the communication of ideas
2.2	understands some of the <i>ideas</i> in the <i>authentic selections</i> (transactional and informal texts dealing with topics related to self and the immediate environment)	responds in <i>culturally appropriate ways</i> to some topics included in the prompts (topics related to self and the immediate environment) uses sentence pairs use of vocabulary and structure is sufficient to communicate ideas
2.1	understands few of the <i>ideas</i> in the <i>authentic selections</i> (transactional and informal texts dealing with topics related to self and the immediate environment)	responds in <i>culturally appropriate ways</i> to few topics included in the prompts (topics related to self and the immediate environment) uses single sentences lacks vocabulary and structure necessary to communicate ideas

Using the 2009 World Language Content Standards for California Public Schools to Assess Student Receptive and Productive Proficiency

To create a rubric for a particular course, select the description that captures the highest level of performance that students achieve and assign *Advanced* to the description. Assign *Proficient*, *Basic* and *Below Basic* to the descriptions that fall below *Advanced*. When creating a productive proficiency measure for a third year course in French, a district may assign *Advanced* to **Stage 3.2**, *Proficient* to **Stage 3.1**, *Basic* to **Stage 2.4** and *Below Basic* to **Stage 2.3**. For a receptive proficiency measure, the stages might be **Stages 3.4, 3.3, 3.2** and **3.1**. When grading *Advanced* performance merits A, *Proficient* B or C (depending on the quantity and quality of the performance), *Basic* D and *Below Basic* F.

STAGE	ASSESSING RECEPTIVE PROFICIENCY	ASSESSING PRODUCTIVE PROFICIENCY
3.4	understands the <i>main ideas</i> and <i>supporting details</i> in the <i>authentic selections</i> (concrete and factual topics related to the immediate and external environment)	responds in <i>culturally appropriate ways</i> to all topics included in the prompts (concrete and factual topics related to the immediate and external environment) narration, description explanation and opinion is well developed in paragraph level discourse use of vocabulary and structure is well suited to the communication of ideas
3.3	understands the <i>main ideas</i> and most <i>supporting details</i> in the <i>authentic selections</i> (concrete and factual texts related to the immediate and external environment)	responds in <i>culturally appropriate ways</i> to most topics included in the prompts (concrete and factual topics related to the immediate and external environment) narration, description explanation and opinion is developed in paragraph level discourse use of vocabulary and structure supports the communication of ideas
3.2	understands the <i>main ideas</i> and some <i>supporting details</i> in the <i>authentic selections</i> (concrete and factual texts related to the immediate and external environment)	responds in <i>culturally appropriate ways</i> to some topics included in the prompts (concrete and factual topics related to the immediate and external environment) links ideas in paragraphs in order to narrate, describe, explain and state an opinion use of vocabulary and structure is sufficient to communicate ideas
3.1	understands the <i>main ideas</i> and few <i>supporting details</i> in the <i>authentic selections</i> (concrete and factual texts related to the immediate and external environment)	responds in <i>culturally appropriate ways</i> to few topics included in the prompts (concrete and factual topics related to the immediate and external environment) ideas begin to flow across sentences lacks vocabulary and structure necessary to communicate ideas

STAGE	ASSESSING RECEPTIVE PROFICIENCY	ASSESSING PRODUCTIVE PROFICIENCY
4.4	understands the <i>main ideas</i> and <i>supporting details</i> in the <i>authentic selections</i> (complex concrete, factual and abstract texts related to the immediate and external environment)	responds in <i>culturally appropriate ways</i> to all topics included in the prompts (complex concrete, factual, and abstract topics related to the immediate and external environment) comparison/contrast, discussion, supported opinion and persuasion is well developed in extended discourse use of vocabulary and structure is well suited to the communication of ideas
4.3	understands the <i>main ideas</i> and most <i>supporting details</i> in the <i>authentic selections</i> (complex concrete, factual and abstract texts related to the immediate and external environment)	responds in <i>culturally appropriate ways</i> to most topics included in the prompts (complex concrete, factual, and abstract topics related to the immediate and external environment) comparison/contrast, discussion, supported opinion and persuasion is developed in extended discourse use of vocabulary and structure supports the communication of ideas
4.2	understands the <i>main ideas</i> and some <i>supporting details</i> in the <i>authentic selections</i> (complex concrete, factual and abstract texts related to the immediate and external environment)	responds in <i>culturally appropriate ways</i> to some topics included in the prompts (complex concrete, factual, and abstract topics related to the immediate and external environment) links ideas in extended discourse in order to compare/contrast, discuss, support opinions and persuade use of vocabulary and structure is sufficient to communicate ideas
4.1	understands the <i>main ideas</i> and few <i>supporting details</i> in the <i>authentic selections</i> (complex concrete, factual and abstract texts related to the immediate and external environment)	responds in <i>culturally appropriate ways</i> to few topics included in the prompts (complex concrete, factual, and abstract topics related to the immediate and external environment) ideas begin to flow across paragraphs lacks vocabulary and structure necessary to communicate ideas

FRAMEWORK-ALIGNED PERFORMANCE OF FOREIGN AND HERITAGE LANGUAGE TEACHERS

This instrument is intended to guide administrators as they support improvement of foreign and heritage language instruction. Many items should be visible in the classroom during the delivery of an instructional unit (as long as five weeks); several should be evident during any one-hour lesson. Often, classroom observation will not be the most effective way to observe the presence or absence of a particular element of planning or delivery. Administrators should feel free to solicit evidence during meetings with teachers.

INSTRUCTIONAL PLANNING		OBSERVED
Proficiency-Based Instruction	Teachers deliver instruction that is appropriate to learner levels of proficiency in each of the skill areas (listening, speaking, reading, writing) within each of the communicative modes (interpretive, interpersonal, presentational)	
Instructional Objectives	Teachers establish objectives for knowledge, for communication (focus on meaning + form; culturally-valid real-world), and for control of vocabulary, structure and culturally appropriate behavior (focus on form + meaning)	
Meaningful and Personalized Guided Practice	Teachers deliver activities which increase the quantity and quality of learner language (focus on form + meaning; teacher support provided)	
Integrative Application and Extension	Teachers deliver activities which provide opportunities to carry-out culturally-valid real-world tasks (focus on meaning + form; no teacher support provided)	
INSTRUCTIONAL DELIVERY		OBSERVED
Exploratory Activities	Teachers spark student interest in the unit's theme, tap into background knowledge; prepare students to interact with oral/written texts-- acquire the vocabulary, structure, cultural and academic knowledge necessary for the comprehension and production of messages in settings that maintain a low affective filter	
Input	Teachers provide for input that develops receptive proficiency (listening and reading; interpersonal and interpretive modes)	
	Teachers provide both form- and meaning- focused inputs	
	Teachers use primarily the target language; the use of English is appropriate	
	Teachers use paralinguistic cues (visuals, objects, gestures, etc.) and modify their speech to make input comprehensible to students (simplification, expansion, restatement, speed, articulation, use of cognates)	
	Teachers frequently confirm and clarify responses and check for understanding	
	Teachers use technology to support and enhance instruction (lessons include authentic materials)	

INSTRUCTIONAL DELIVERY		OBSERVED
Output	Teachers provide for output to develop productive proficiency (speaking and writing; interpersonal and presentational modes)	
	Teachers provide for both form- and meaning- focused outputs	
	Teachers provide for analysis/discovery activities that develop student ability to use critical thinking skills to induce grammar	
	Teachers deliver guided practice activities that are both meaningful and personalized	
	Teachers create opportunities for paired and small group interaction	
	Teachers facilitate interactions that are characterized by interdependence (negotiation of meaning)	
	Teachers provide appropriate feedback to indirectly correct language errors	
	Teachers provide students with opportunities to apply, extend, and integrate their language to respond to the demands of the target culture (focus on meaning + form)	
Recycling	Teachers provide opportunities for students to reflect on the meanings of the unit and to use language to apply its lessons in culturally-valid real-world situations (focus on meaning + form)	
	Teachers provide students with numerous opportunities to recycle the language they control in a wide range of culturally-valid real-world situations	
Spiraling	Teachers support students in spiraling their language to perform in linguistic situations in which they are not able to function without assistance	
Assessment	Teachers assess student performance throughout the unit (form checks and proficiency measures)	
	Teachers base their evaluation of students on their knowledge of <i>Framework</i> -aligned content and proficiency profiles	
	Teachers provide for evaluation of knowledge, of communication (meaning + form/culturally-valid real-world), and of control of vocabulary, structure and culturally appropriate behavior (form + meaning)	